



HAUT GAP MIDDLE

1861 Bohicket Road
Johns Island, SC 29455

Grades	5-8 Middle School	
Enrollment	370 Students	
Principal	Paul Padron	843-559-6418
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Good
2010	Below Average	Average
2009	Below Average	Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

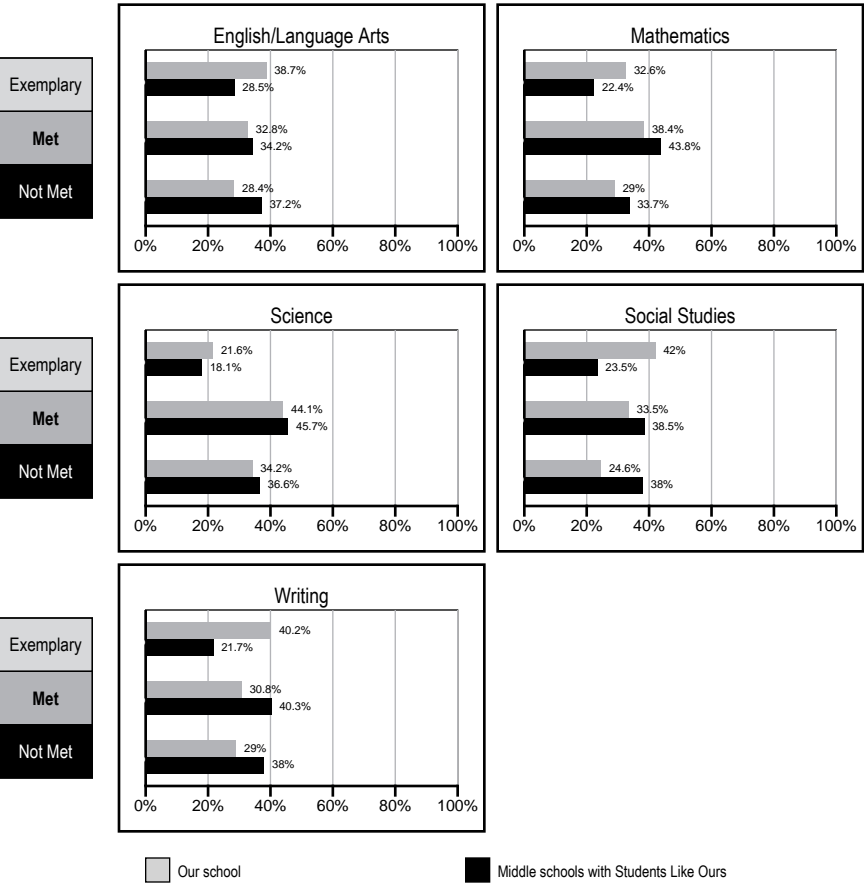
95.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	40	7	1

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	96.1%
English 1	N/A	92.0%
Biology 1/Applied Biology 2	N/A	98.2%
Physical Science	N/A	41.7%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	95.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=370)				
Students enrolled in high school credit courses (grades 7 & 8)	70.7%	Up from 37.3%	29.2%	24.5%
Retention rate	0.8%	Up from 0.0%	0.7%	0.7%
Attendance rate	96.2%	Up from 95.0%	95.7%	95.9%
Served by gifted and talented program	27.5%	Up from 13.7%	16.7%	17.8%
With disabilities other than speech	4.7%	Down from 9.8%	10.0%	9.2%
Older than usual for grade	0.8%	Down from 2.8%	2.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	6.2%	Up from 5.9%	0.7%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	61.8%	Down from 66.7%	58.0%	60.0%
Continuing contract teachers	58.8%	Down from 70.4%	86.7%	82.6%
Teachers returning from previous year	87.6%	Up from 87.3%	82.9%	85.6%
Teacher attendance rate	97.6%	Up from 96.3%	95.4%	95.3%
Average teacher salary*	\$41,877	Down 5.8%	\$45,222	\$46,300
Professional development days/teacher	9.0 days	Down from 9.5 days	9.9 days	9.9 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 17.6 to 1	21.1 to 1	21.5 to 1
Prime instructional time	93.7%	Up from 90.9%	90.4%	90.1%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	98.7%	Down from 99.7%	96.4%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$11,240	Down 2.1%	\$7,486	\$7,634
Percent of expenditures for instruction**	57.5%	Down from 59.7%	62.3%	64.0%
Percent of expenditures for teacher salaries**	54.6%	Down from 55.5%	59.2%	61.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Haut Gap Middle School has experienced an exciting year as we began the year in our new state-of- the-art building. Our Title I school of over 370 students is located in the rapidly growing, rural community of John's Island. HGMS also experienced expansion in programs and curriculum with the addition of a 5th Grade Magnet Prep Program, a Sixth Grade Academy, and a 7th Grade Advanced Studies Magnet Program. In a positive and safe environment, teachers at HGMS are challenged to inspire and instill a love of learning as well as provide a rigorous academic program to meet the needs of all learners.

Progress in academic achievement was evidenced as Haut Gap maintained an average growth rating for the second year in a row. Data obtained from PASS scores, MAP reports, classroom observations, and analysis of student work, reflected a need for differentiated instruction in addition to targeted instruction to increase student achievement. Math was given priority and a newly instituted math pull-out program was developed. There is a continued focus on literacy with daily reading enrichment classes utilizing high-interest adolescent literature and the workshop model. HGMS is proud to have been awarded two literacy grants from the SC State Department of Education Literacy Initiatives Grants that provided professional development for staff on literacy in the content areas. Students taking Algebra for high school credit were given an additional math enrichment period to work on grade level standards. Voyager Reading and Voyager Math were continued to meet the needs of students scoring in the 25th to 35th percentile on the MAP tests for reading and math. In addition, Marzano's strategies for developing vocabulary were taught daily to all students in every content area. Technology played an integral part of the learning environment. Smart boards, doc-u-cams, and teacher microphones were being utilized in all classrooms to enrich and motivate.

Our many partners in education have worked to strengthen and expand our academic program at ASM-HGMS. Our alliance with environmental groups served to continue to connect context throughout all content areas. Haut Gap partnered with Southern Sustainable Resources and Kennerty Farms of Wadamalaw Island to create sustainable programs that teach students about agriculture and preserving the environment. Through Communities In Schools (CIS) E Mentors and volunteers from Kiawah and Seabrook Island have tutored and mentored students in magnet and regular classes and community partnerships have been brought in to assist our students with basic needs and behavioral support. HGMS is proud to have been selected as Charleston County School District's middle level "Demonstration School" for the Positive Behavior Systems. We are becoming a model school that represents a positive approach to student behavior, engagement and achievement.

Paul H. Padron, Principal
Dana Mong, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	11	65	37
Percent satisfied with learning environment	81.8%	66.2%	97.2%
Percent satisfied with social and physical environment	90.9%	75.4%	97.3%
Percent satisfied with school-home relations	54.5%	76.9%	86.5%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 23 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.5%	0.0%	No
Student attendance rate	96.2%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	358	100	28.4	32.8	38.7	79.8	83.1	82.4	Yes	Yes
Gender										
Male	189	100	36.7	31.7	31.7	72.2	79.9	78.7	N/A	N/A
Female	169	100	19.3	34.2	46.6	88.2	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	109	100	15.2	19.2	65.7	89.9	94.8	88.9	Yes	Yes
African American	192	100	33.7	40.1	26.2	76.5	71.9	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.3	93	I/S	I/S
Hispanic	56	100	35.2	31.5	33.3	72.2	78	79.3	No	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
Disability Status										
Disabled	25	100	78.3	17.4	4.3	30.4	42.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	42	100	40	28.9	31.1	68.9	76.9	78.3	No	Yes
Socio-Economic Status										
Subsidized meals	254	100	35.2	40.6	24.2	74.2	72.9	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	358	100	29	38.4	32.6	82.1	82.8	81.9	Yes	Yes
Gender										
Male	189	100	31.1	41.1	27.8	77.2	81.1	79.9	N/A	N/A
Female	169	100	26.7	35.4	37.9	87.6	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	109	100	13.1	21.2	65.7	91.9	94.9	88.9	Yes	Yes
African American	192	100	38	43.3	18.7	76.5	70.9	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	97.4	94.6	I/S	I/S
Hispanic	56	100	27.8	53.7	18.5	83.3	79.2	81.1	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
Disability Status										
Disabled	25	100	82.6	13	4.3	21.7	40.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	42	100	31.1	51.1	17.8	82.2	78.8	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	254	100	36.5	44.3	19.3	77.9	72.7	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	237	100	34.2	44.1	21.6	65.8	69.2	68.6
Gender								
Male	126	100	34.7	44.9	20.3	65.3	68.4	68.3
Female	111	100	33.7	43.3	23.1	66.3	70	68.9
Racial/Ethnic Group								
White	65	100	8.8	38.6	52.6	91.2	90.4	80.7
African American	134	100	45	42.6	12.4	55	48.4	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	88.2	85.3
Hispanic	38	100	36.1	58.3	5.6	63.9	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
Disability Status								
Disabled	20	100	N/AV	N/AV	N/AV	27.8	30.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	27	100	43.3	53.3	3.3	56.7	60.4	60.7
Socio-Economic Status								
Subsidized meals	165	100	43.6	47.4	9	56.4	51.8	57.3

Social Studies								
All Students	236	99.2	23.9	33.8	42.3	76.1	75.5	72.5
Gender								
Male	135	98.5	22.8	36.2	40.9	77.2	74.4	72
Female	101	100	25.3	30.5	44.2	74.7	76.6	73.1
Racial/Ethnic Group								
White	75	98.7	10.8	20	69.2	89.2	91	81
African American	124	99.2	29.8	38.8	31.4	70.2	60.4	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.3	89
Hispanic	36	100	28.6	42.9	28.6	71.4	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
Disability Status								
Disabled	15	93.3	69.2	23.1	7.7	30.8	36.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	30	100	26.7	43.3	30	73.3	70.5	69.7
Socio-Economic Status								
Subsidized meals	171	99.4	30.5	39.6	29.9	69.5	61.8	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	112	99.1	28.3	31.1	40.6	71.7	75.8	73.2	96.2	96
Gender										
Male	57	98.3	34	32.1	34	66	70.7	67.2	95.9	95.9
Female	55	100	22.6	30.2	47.2	77.4	81.1	79.4	96.6	96.1
Racial/Ethnic Group										
White	34	97.1	15.6	9.4	75	84.4	90.8	81.5	96.1	96.1
African American	57	100	35.2	40.7	24.1	64.8	61.3	61.3	96.4	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.4	87	97.8	96.9
Hispanic	20	100	26.3	42.1	31.6	73.7	69.4	66.7	95.8	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.9
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	23.9	26	94.9	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	15	100	26.7	46.7	26.7	73.3	67.9	65.7	96.4	96.3
Socio-Economic Status										
Subsidized meals	80	98.8	34.7	41.3	24	65.3	62.2	63.2	95.9	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	105	100	30.9	32	37.1	69.1
	7	84	100	35.1	43.2	21.6	64.9
	8	62	100	58.6	34.5	6.9	41.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	37	100	N/AV	N/AV	N/AV	100
	6	132	100	29.5	28.7	41.9	70.5
	7	115	100	35.2	34.3	30.5	64.8
	8	74	100	30.6	45.8	23.6	69.4
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	105	100	37.1	40.2	22.7	62.9
	7	84	100	55.4	40.5	4.1	44.6
	8	62	100	58.6	39.7	1.7	41.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	37	100	N/AV	N/AV	N/AV	100
	6	132	100	25.6	42.6	31.8	74.4
	7	115	100	41.9	31.4	26.7	58.1
	8	74	100	30.6	54.2	15.3	69.4
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	52	100	44.9	44.9	10.2	55.1
	7	84	100	42.7	46.7	10.7	57.3
	8	31	100	55.2	37.9	6.9	44.8
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	19	100	N/AV	N/AV	N/AV	100
	6	66	100	40.6	43.8	15.6	59.4
	7	115	100	35.2	45.7	19	64.8
	8	37	100	37.1	51.4	11.4	62.9

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	53	100	16.7	43.8	39.6	83.3
	7	84	100	52	36	12	48
	8	31	100	31	44.8	24.1	69
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	18	94.4	N/AV	N/AV	N/AV	100
	6	66	98.5	18.8	34.4	46.9	81.3
	7	115	100	35.2	32.4	32.4	64.8
	8	37	100	10.8	37.8	51.4	89.2
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	105	99.1	36.1	35.1	28.9	63.9
	7	83	100	45.3	46.7	8	54.7
	8	62	100	52.5	42.4	5.1	47.5
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	37	100	N/AV	N/AV	N/AV	100
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	75	98.7	42.3	43.7	14.1	57.7

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